

# The Classical Weekly

Published weekly, on Mondays, except in weeks in which there is a legal or a School holiday, from October 1 to May 31, at Barnard College, New York City. Subscription price \$2.00 per volume.

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 3, 1879.

Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on June 28, 1918

VOL. XIII, No. 26

MONDAY, MAY 10, 1920

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## STUDIES IN THE CATILINARIAN ORATIONS

(Concluded from page 196)

(7) What a wealth of information the Third Oration puts at our disposal with respect to letter writing and letter sending among the Romans! To begin with, note Cicero's reference (§ 4) to the report that Lentulus had tampered with the *legati Allobrogum* and that the latter, as they started back to Gaul, were carrying with them *litteras mandataque ad Catilinam*. In § 4, again, Cicero refers to the fact that letters for Catiline had been given to Titus Volturcius. To be sure, special considerations determined the particular acts here set forth, but the practice of delivering letters through mutual friends or mutual acquaintances, a practice rendered inevitable by the lack of an official postal system, can be abundantly established, e. g. through Cicero's Letters. Several pertinent passages are referred to in Lewis and Short, under *tabellarius*.

Next, in § 6, we read:

*Litterae quaecumque erant in eo comitatu, integris signis, praetoribus traduntur.*

The important words here are, of course, *integris signis*. In § 10 we have:

*Primo ostendimus Cethego: signum cognovit. Nos linum incidimus, legimus. Erat scriptum ipsius manu Allobrogum senatui et populo.*

Mark the reference here to the *signum*, the cutting of the string, and the very important words *erat scriptum ipsius manu*. As everybody knows, the Romans made liberal use of amanuenses. In writing *ipsius manu Allobrogum senatui et populo*, Cethegus was of course seeking to guarantee the authenticity of his communication; unhappily for him, the possibility which he did not take into his calculations, the possibility of treachery and that his letter would be intercepted, was in fact realized. His letter, written *ipsius manu*, was the most damning evidence of his guilt.

In § 10, again, we read that Statilius recognized *et signum et manum suam*. The next words must be quoted in full:

*Tum ostendi tabellas Lentulo et quaesivi cognosceretne signum. Adnuit. "Est vero" inquam "notum quidem signum, imago avi tui, clarissimi viri, qui amavit unice patriam et cives suos".*

From this passage we get knowledge of one kind of device, at least, used by the Romans on signet rings.

In § 12 we learn that, at the suggestion of Volturcius, Cicero caused letters to be produced which, so Volturcius declared, had been entrusted to him for delivery to

Catiline. These deeply sarcastic words follow: *Atque ibi vehementissime perturbatus Lentulus tamen et signum et manum suam cognovit*. For other references to seals and handwriting see 3.13; 3.17; 4.4.

(8) In 3.19-21 we get light on Roman business life. Here Cicero refers to the fact that in 65 B. C. many objects on the Capitoline Hill—including a statue of Romulus—had been struck by lightning. Soothsayers, you will remember, were summoned from Etruria. They declared that bloodshed, conflagration, and the destruction of the laws, civil and domestic warfare, were close at hand, unless the gods should be placated. The soothsayers further declared that a larger statue of Jupiter should be built and should be set up on some high spot: further, the statue was to face the East, in a direction opposite to that in which it had faced before. I quote now verbatim (20):

*Atque illud signum collocandum consules illi locaverunt, sed tanta fuit operis tarditas ut neque superioribus consulibus neque nobis ante hodiernum diem collocaretur.*

It would be an interesting study to examine the use of the business terms *locare* and *collocare*, 'to put out on contract', and the business term of opposite meaning, *conducere*. Such an examination would throw light e. g. on the expression *collocare in matrimonium*. The passage proves, too, that in ancient days as in modern times government could be exasperatingly slow. In § 21 Cicero affects to see the hand of Providence in the fact that, in the early morning hours of the day on which he made this speech to the people in the Forum, two things took place simultaneously—the conspirators, with the witnesses against them, were filing into the Aedes Concordiae, and the larger statue of Jupiter was at last being set in place. Since, manifestly, Cicero could not have staged, himself, by design, all the happenings of this momentous day, we get clear evidence of the early hour at which Roman business and Roman handicrafts began.

(9) The Fourth Oration was delivered in the Senate, the *consilium amplissimum sanctissimumque orbis terrarum*. In § 3 Cicero bids the Senators think of themselves, their wives and their children, and of the Commonwealth, and to forget him entirely; his trust, he declares, is in the gods. Should the worst happen, he will bear it *aequo animo*. His next words are:

*Nec tamen ego sum ille ferreus qui fratris carissimi atque amantissimi praesentis maerore non movear horumque omnium lacrimis a quibus me circumsessum videtis.*

It would be interesting to gather the references in Latin writers to tears, from the Greco-Roman allusion to tears in that fine narrative of *Simo senex* in Terence, *Andria* 105-126, which culminates in the famous words, *Hinc illae lacrimae* (used later, at least by Cicero and Juvenal), to Caesar, B. G. 1.39, with its powerful description of the tribuni militum, praefecti, reliquique, qui neque vultum fingere neque interdum lacrimas tenere poterant, and to the passages in which tears are mentioned in the *Aeneid*. If time allowed, one might make an excursion into kindred fields, to find among the Romans other open expressions of emotion in forms unknown to us Anglo-Saxons, with our pose of (masculine) unemotionalism. Thus, one might collect references to men embracing each other, e. g. Cicero, *Academica Posteriora* 1.1. Once, when Cicero was with Atticus in his villa at Cumae, he heard that the day before Varro had come to Cumae from Rome.

Itaque confestim ad eum ire perreximus, paulumque cum ab eius villa abessemus, ipsum ad nos venientem vidimus, atque eum amplexi, ut mos amicorum est, satis eum longo intervallo ad suam villam reduximus.

With this compare Horace, *Sermones* 1.5.39-44:

Postera lux oritur multo gratissima, namque  
Plotius et Varius Sineuissae Vergiliusque  
occurrunt, animae qualis neque candidiores  
terra tulit neque quis me sit devinctior alter.  
O qui complexus et gaudia quanta fuerunt!

During the Great War many an American was, I suppose, amused when, in the picture supplements of the newspapers, or in the 'Movies', he saw a French general kiss some sturdy warrior whom he had just decorated with a cross for distinguished gallantry in action. This French expression of emotion is honorably descended from Roman forebears.

See first such a fine passage as Catullus 9:

Verani, omnibus e meis amicis,  
antistans mihi milibus trecentis,  
venistine domum ad tuos penates  
fratresque unanimos anumque matrem?  
Venisti! O mihi nuntii beati!  
Visam te incolumem audiamque Hiberum  
narrantem loca, facta, nationes,  
ut mos est tuus, applicansque collum  
iucundum os oculosque saviabor.  
O quantum est hominum beatiorum,  
quid me laetius est beatiusve?

Compare now three derisive allusions to the custom.

First, I cite Martial 12.26:

Sexagena teras cum limina mane senator  
esse tibi videor desidiosus eques,  
quod non a prima discurram luce per urbem,  
et referam lassus basia mille domum.

See also Martial 7.95:

Bruma est et riget horridus December:  
audes tu tamen osculo nivali  
omnes obivis hinc et hinc tenere  
et totam, Line, basiare Romam.  
Quid possis graviusque saeviusque  
percussus facere atque verberatus?  
Hoc me frigore basiet nec uxor  
blandis filia nec rudis labellis.

Quare si tibi sensus est pudorque,  
hibernas, Line, basiationes  
in mensem rogo differas Aprilem.

Even more denunciatory of the abuse of the custom is Martial 11.98:

Effugere non est, Flacce, basiatores:  
instant, morantur, persecuntur, occurrunt,  
et hinc et illinc, usquequaque, quacumque.  
Non ulcus acre pustulaeve lucentes,  
nec triste mentum sordidique lichenae,  
nec labra pingui delibuta cerato,  
nec congelati gutta proderit nasi.  
Et aestuantem basiant et argentem  
et nuptiale basium reservantem.  
Non te cucullis asseret caput tectum  
lectica nec te tuta pelle veloque,  
nec vindicabit sella saepius clusa:  
rimas per omnis basiator intrabit.  
Non consulatus ipse, non tribunatus,  
senive fasces nec superba clamosi  
litoris abiget virga basiatorem:  
sedeas in alto tu licet tribunali  
et e curuli iura gentibus reddas,  
ascendet illa basiator atque illa.  
Febricitantem basiat et flentem,  
dabit oscitanti basium natantique,  
dabit et cacanti. Remedium mali solum est,  
facias amicum basiare quem nolis.

One thinks here of a sentence in Suetonius (*Tiberius* 34.2): *Cotidiana oscula edicto prohibuit*. . . . In H. N. 26.1 ff. Pliny writes of a peculiar facial disease which made its appearance in Rome in the middle of the reign of Tiberius. It was called by the Greeks *lichen*, by the Romans, at first only in jest, *mentagra*, because its effects were seen first on the chin (*mentum*). It attacked the whole face, the eyes only being immune. Pliny says the disease was imported from Asia by *quidam Perusinus eques Romanus*. Two sentences must be quoted in full (3-4):

Nec sensere id malum feminae aut servitia plebesque humilis aut media, sed procures veloci transitu osculi maxime, foediorum multorum qui perpeti medicinam toleraverant cicatrice quam morbo. . . . Quo mirabilis quid potest reperiri, aliqua gigni repente vitia terrarum in parte certa membrisque vel aetatibus aut etiam fortunis, tamquam malo eligente, haec procures sentire, illa pauperes.

Lanciani, *Ancient Rome in the Light of Recent Discoveries*, 270-271, refers to the practice of kissing in Roman times. With Martial 11.98 evidently in mind, and interpreting Martial with deadly seriousness, he writes, extravagantly, I think, of the custom. I take special exception to the following words: "The misanthrope Tiberius, who was unwilling to be humbled by this custom, issued an imperial decree against it; but it does not seem to have done much good, as the jokes of the poet above alluded to prove". Now Pliny, l. c., does not say why Tiberius forbade kissing, but, in view of what Pliny says of the disease in question, would the demands either of sound scholarship or of fair play be violated if one were to combine the words of Pliny with those of Suetonius and infer that Tiberius was thinking of the public health rather than of himself when he issued this edict?



(10) In 4.17 there is again matter of interest to the student of Roman business life. Cicero is referring to a report

. . . lenonem quendam Lentuli concursare circum tabernas, pretio sperare sollicitari posse animos egen-  
tium atque imperitorum.

The report, he admits, is well founded,

. . . sed nulli sunt inventi tam aut fortuna miseri aut voluntate periti qui non illum ipsum sellae atque operis et quaestus quotidiani locum, qui non cubile ac lectulum suum, qui denique non cursum hunc otiosum vitae suae salvum esse velint. Multo vero maxima pars eorum qui in tabernis sunt, immo vero (id enim potius est dicendum) genus hoc universum amantissimum est oti, etenim omne instrumentum, omnis opera atque quaestus frequentia civium sustentatur, alitur otio, quorum si quaestus oclusis tabernis minui solet, quid tandem incensis futurum fuit?

Here, certainly, there is an abundance of 'leads' for investigation. One may, for example, look into the history of such technical terms of business as *taberna*, *instrumentum*, *quaestus*; in so doing he will examine many passages throwing light on Roman life. Or he may compare—every teacher of Cicero should compare—certain passages of the *Pro Lege Manilia*. Particularly pertinent are §§ 6, 14–20, in general for their elaborate references to the business of the *publicani*, in particular for the declaration, in § 20, that

Non enim possunt una in civitate multi rem ac fortunas amittere ut non plures secum in eandem trahant calamitatem.

Here is a lesson that, hundreds of years after Cicero uttered these words, great hosts, in our own and other countries, seem not yet to have learned.

Again, Cat. 4.17 might lead one to inquire into the whole subject of the attitude of the Romans toward business, toward little business on the one hand, toward big business, on the other hand, as represented e. g. by the *mercator*, to whom Horace so often refers. Two passages are especially pertinent here. Compare first the later and shorter, Pliny, *Epistles* 1.3.1–2:

Quid agit Comum, tuae meaeque deliciae? quid suburbanum amoenissimum? quid illa porticus? . . . Possident te et per vices partiuntur? an, ut solebas, intentione rei familiaris obeundae crebris excursionibus avocaris? Si possident, felix beatusque es: si minus, unus ex multis. Quin tu (tempus est enim) humiles et sordidas curas aliis mandas et ipse te in alto isto pinguique secessu studiis adseris?

The other passage is the *locus classicus* on the subject, Cicero, *De Officiis* 1.150–151:

Iam de artificiis et quaestibus, qui liberales habendi, qui sordidi sint, haec fere accepimus. Primum improbandum est ii quaestus qui in odia hominum incurrunt, ut portitorum, ut faeneratorum. Inliberales autem et sordidi quaestus mercenariorum omnium, quorum operae, non quorum artes emuntur, est enim in illis ipsa merces auctoramentum servitutis. Sordidi etiam putandi, qui mercantur a mercatoribus quod statim vendant, nihil enim proficiant, nisi admodum mentiantur. . . . Opificesque omnes in sordida arte versantur nec enim quicquam ingenuum habere potest officina. Minimeque artes eae probandae quae ministratae sunt voluptatum: cetarii, lanii, coqui, fartores,

piscatores, ut ait Terentius; adde huc, si placet, unguentarios, saltatores totumque ludum talarium. Quibus autem artibus aut prudentia maior inest aut non mediocris utilitas quaeritur, ut medicina, ut architectura, ut doctrina rerum honestarum, eae sunt iis quorum ordini conveniunt honestae. Mercatura autem, si tenuis est, sordida putanda est; si magna et copiosa, multa undique apportans multisque sine vanitate impertiens, non est admodum vituperanda, atque etiam, si satiata quaestu vel contenta potius, ut saepe ex alto in portum, ex ipso quaestu se in agros possessionesque contulit, videtur optimo iure posse laudari. Omnium autem rerum ex quibus aliquid acquiritur nihil est agricultura melius, nihil uberius, nihil dulcius, nihil homine libero dignius; de qua quoniam in Catone Maiore satis multa diximus, illum assumes quae ad hunc locum pertinent.

The reference in the concluding words is to that wonderful poetical idealization of the delights of agriculture in Cato Maior (= *De Senectute*) 51–57.

Returning now to Cat. 4.17 we find there another interesting word—the word *sella*, used of a workman's bench. Compare Cicero, *Verr.* 4.56. When a certain Lucius Piso was praetor in Spain,

. . . ei . . . anulus aureus quem habebat fractus et comminutus est. Cum vellet sibi anulum facere, aurificem iussit vocari in forum ad sellam <curulem praetoris> Cordubae et palam appendit aurum; hominem in Foro iubet *sellam* ponere et facere omnibus praesentibus.

We know that ancient workmen, shopkeepers, etc., took great liberties with public places, sidewalks, etc., but the rest of Cicero's narrative confirms the impression made by the words cited above, that the setting up of the *sella aurificis* in the Forum was abnormal (as, of course, we should expect).

(11) In Cat. 2.23 singing (playing?) of musical instruments and dancing are condemned; they are grouped with *amare*, *amari*, *sicas*, *vibrare* and *spargere venena*. Divers passages at once leap to the mind. One is Cicero, *Pro Murena* 13:

Saltatorem appellat L. Murenam Cato. Maledicum est, si vere obicitur, vehementis accusatoris, sin falso, maledici conviciatoris. Quare, cum ista sis auctoritate, non debes, Marce, arripere maledictum ex trivio aut ex scurrarum aliquo convicio neque temere consulere populi Romani saltatorem vocare, sed circumspicere quibus praeterea vitiis adfectum esse necesse sit eum cui vere istud obici possit. Nemo enim fere saltat sobrius nisi forte insanit, neque in solitudine neque in convivio moderato atque honesto. Tempestivi convivi, amoeni loci, multarum deliciarum comes est extrema saltatio.

Similar in spirit is the passage in which Horace declares that, in spite of everything, write he must (*Sermones* 2.1.24–30):

Quid faciam? saltat Milonius, ut semel icto accessit fervor capiti numerusque lucernis: Castor gaudet equo, ovo prognatus eodem pugnus; quot hominum vivunt, totidem studiorum milia; me pedibus delectat claudere verba Lucili ritu nostrum melioris utroque.

Mark next the opening lines of the Praefatio to Nepos's *Lives of Famous Men*:

Non dubito fore plerosque, Attice, qui hoc genus scripturae. . . non satis dignum summorum virorum personis iudicent, cum relatum legent quis musicam docuerit Epaminondam, aut in eius virtutibus commemorari saltasse eum commode scienterque tibi cantasse. Sed hi erunt fere qui, expertes litterarum Graecarum, nihil rectum nisi quod ipsorum moribus conveniat putabunt.

Compare also Cicero, Tusculan Disputations 1.1-4, especially 3-4, in which Cicero contrasts Greek practice and Roman practice in the matter of acquiring skill in vocal and instrumental music.

Next, compare Sallust, Catilina 25:

Sed in eis erat Sempronia, quae multa saepe virilis audaciae facinora commiserat. Haec mulier . . . fuit litteris Graecis et Latinis docta, psallere, saltare elegantius quam necesse est probae, multa alia quae instrumenta luxuriae sunt. Sed ei cariora semper omnia quam decus atque pudicitia fuit; pecuniae an famae minus parceret haud facile discerneres.

Entirely relevant to the matter more immediately in hand and bearing, too, on the topic discussed next in this paper—the status of actors among the Romans—is a story told by Aulus Gellius 1.5.2-3:

. . . Q. Hortensius omnibus fere oratoribus aetatis suae, nisi M. Tullio, clarior, quod multa munditia et circumspice compositeque indutus et arictus esset manusque eius inter agendum forent argutae admodum et gestuosae, maledictis compellationibusque probris iactatus est, multaque in eum, quasi in histrionem, in ipsis causis atque iudiciis dicta sunt. Sed cum L. Torquatus, subagresti homo ingenio et infestivo, gravior acerbiorque apud consilium iudicum, cum de causa Sullae quaereretur, non iam histrionem eum esse diceret, sed gesticulariam Dionysiamque eum notissimae saltatriculae nomine appellaret, tum voce molli atque demissa "Dionysia" inquit "Dionysia malo equidem esse quam quod tu, Torquate, *ἀμουςαι, ἀναφρόδιτος, ἀπροσδιόνυσος*".

(12) I note next the phrase *nemo in scaena levior et nequior*, in 2.9. The suggestions of this passage are crystallized for us in the famous story of D. Laberius, the *eques* who was obliged by Caesar to act in his own mimes. The story is told at length by Macrobius, Saturnalia 2.7, but more tersely and powerfully by Suetonius, Iulius 39:

Ludis Decimus Laberius *eques Romanus* mimum suum egit donatusque quingentis sestertiis et anulo aureo sessum in quattuordecim a scaena per orchestram transiit.

The moment he became an actor Laberius forfeited all rights as a citizen, including, of course, his status as an *eques*; the gift of the ring and the 500,000 *sestertii* was a token of his restoration, by executive fiat, to equestrian rank. Gellius 20.4 cites Aristotle for proof that actors are as a class worthless: 'they are sometimes "flush" with money, sometimes out of funds; both states are conducive to worthlessness'.

(13) Lastly, we may, if we will, follow the suggestions conveyed by the variant reading *lecticis* in 2.20 (A. C. Clark, Oxford Classical Text Series, has *praediis lectis*). One might examine the use of *lecticae* and *sellae* (*gestatoriae*) both in and out of Rome: when did the use begin? what was thought of the use of *lecticae* by men,

etc. etc. One might then go on to study the use of 'chairs' in modern times, ending with such surviving specimens as the one in Pickwick Papers, or that in Mrs. Gaskell's Cranford, or the one of which Kipling speaks in The Incarnation of Krishna Mulvaney.

C. K.

## REVIEWS

Second Latin Book for Junior High Schools. By Frederick Warren Sanford and Harry Fletcher Scott. Chicago: Scott, Foresman and Company (1919). Pp. xviii + 408 + 81. \$1.20.

The book under review is a companion volume to the First Latin Book for Junior High Schools reviewed in THE CLASSICAL WEEKLY 13.70-71, but is considerably more voluminous (507 pages compared to 357). It is similar in binding, type, and paper, all excellent. It contains twenty-one cuts, but three of which would attract the attention of most young people. The contents of the book are as follows.

Part I (pages 1-56). This gives the stories of Perseus and Hercules from *Fabulae Faciles*, with the subjunctive eliminated from the latter story, and with notes and partial vocabularies printed at the foot of the page in both of the stories.

Part II (pages 57-125). This gives a series of thirty-five Lessons containing the inflections and the principles of syntax which were postponed from the First Book. These lessons do not differ from those of any First Latin Book except that there are innovations in the order of presentation (e. g. the first use of the subjunctive is in clauses of result, and the second in *cum*-causal clauses); and in the use of some unusual nomenclature. Thus, "Noun Clauses of Fact" means the subjunctive clause subject of *fit* and *accidit*; "Cum Descriptive Clauses of Situation" means the circumstantial use of this conjunction; a distinction is made between "future passive participle" (*Auxilium mittendum est*) and "gerundive" (*Spes urbis capiendae*); "Noun Clauses of Desire" means substantive clauses of purpose; "Relative Clauses of Description" means clauses of characteristic; "The Volitive Subjunctive in Principal Clauses" means the jussive and hortatory subjunctives. A third variation from most First Latin Books is found in the presentation of a number of topics which are usually considered too difficult or too unimportant for beginners. Such are the supine, the subjunctive of characteristic, the optative subjunctive, the anticipatory subjunctive, the future imperative with forms printed in the lesson, the genitive with verbs, the subjunctive of attraction.

Part III (pages 126-241). This part includes The Argonauts, from *Fabulae Faciles*, with notes and partial vocabularies at the foot of the page, and Stories from Roman History, partly written in excellent form by the authors, partly adapted from *Viri Romae*.

Part IV (pages 242-294). Here is given Caesar's Gallic War, Book 1, somewhat simplified, especially by printing in direct form practically all the indirect discourse.

Review Lessons—In addition, the work contains ten lessons in review of the First Latin Book for Junior High Schools (295-310); Lists of English derivatives from Latin (311-320); Grammatical Appendix (321-387), containing the paradigms (321-358), and rules of syntax (358-387), complete for both books; twenty-five Exercises in Latin Composition, exercises which would be suitable for the Latin Prose Composition of the second year in the regular High School (389-408); The Vocabularies (English-Latin, 1-9; Latin-English, 10-75) and an Index (77-81).

Such is the book. On the assumption that the teacher of a Second Year Latin class of a Junior High School with pupils of thirteen to fourteen years of age had this book to work with, the writer has considered what her programme would be. No doubt, in accordance with the authors' suggestion, she would wish to revive a knowledge of the elements after the summer vacation, and so would take up the ten Review Lessons. These are placed, not at the beginning, but at pages 295-310. However, they could be found. As each contains about 50 words for vocabulary review and upwards of twenty-five sentences in addition to reviews of syntax and paradigms, it is obvious that they could not be covered properly in less than 20 days at least. The authors then consider it desirable that knowledge be fixed by the reading of the Perseus and Hercules stories, 56 in number. This must take no less than 28 days. By this time the teacher will doubtless consider that she should get at the advanced work of the year and will attack the 35 lessons proper. The writer has taught for many years in a High School where promotions are made each semester, and it has been found impossible to cover 35 lessons of the difficulty of these in the five months, or rather in the four and a half months, of the term. In fact some of the syntactical points are not suitable for even the Second Year High School pupils, and a proof of this is that well-known composition books deal with them in the third and fourth year work. However, assuming that the pupils are brilliant and much in earnest, these lessons may be covered in four months, or 80 days.

Then appears The Argonauts, 24 stories, 12 days; and Stories from Roman History, 27 divisions, some of them lengthy, requiring at least 25 days. These are followed by the first book of the Gallic War, which, every one knows, is two-fifths of the regular second year High School reading, 60 days. Finally, there are the 25 Lessons in Composition, 25 days. The total time required, according to this computation, would be 250 days. The School year, allowing for opening, closing, classes occasionally missed, and examinations monthly or yearly, does not consist of more than 175 days. So this book, with the classes 'running on high' always, would occupy the year and about three months over.

The writer has no criticism to offer regarding the various parts of the book, except concerning the difficulty of the 35 Lessons. Each part with that exception is good in itself.

Obviously, it is the intention of the authors to offer a mass of material from which selection may be made; and the book will appeal to those teachers who find this method effective. The writer's experience, however, is that with young pupils the best work can be done with books which are meant to be studied from cover to cover, taking the lessons as they come. In the review, mentioned above, of the First Latin Book for Junior High Schools, the opinion was offered that there was no place in a Junior High School for a Second Latin Book. A few desirable matters could have been inserted in the earlier work, including some easy reading. From the nature of this Second Book, it appears that the authors and the reviewer are totally at variance regarding the amount of Latin material which it is wise to place at the disposal of Junior High School pupils.

BARRINGER HIGH SCHOOL,  
Newark, N. J.

W. W. KING.

### PROFESSOR SANFORD'S REJOINDER

Through the courtesy of THE CLASSICAL WEEKLY and of Mr. King the foregoing review was made available to the authors of the Second Latin Book for Junior High Schools for such comments as they might choose to make.

The Latin course below the Ninth Grade has not been standardized, partly because it is new, partly because the work is begun sometimes in the Seventh Grade, sometimes in the Eighth. These two Grades will doubtless come to constitute a part of the High School system, with the study of Latin beginning in the Seventh. It is fairly certain that the study of the subjunctive will not be tolerated in the first year of Junior Latin, and that the reading of Caesarean Latin in its original form will not be taken up until the third year. It is conceivable that a Junior book should contain matter for three semesters, to be followed by a small Reader for the fourth semester, or even that one book should cover four semesters. But the authors and the publishers of this series are convinced that the Schools will demand a separate book for each of the first two years; States that furnish text-books to the pupils will certainly prefer the arrangement just described, to avoid doubling of stock in the case of books that cover two years.

As to the amount of text included in the Second Book, predilections of teachers for this or that kind of reading matter must be considered in choosing material for a First Reader. It can not be assumed that all teachers will wish to read all the Fabulae selections or all the Stories from Roman History. Again, it is probable that only ambitious Schools will attempt the first book of the Gallic War even in its simplified form as presented in this book; such Schools, it is not unlikely, would omit much of the simpler reading provided. In anticipation of these varied tastes the authors believe that the book should contain textual matter in excess of the amount likely to be read by any one School after allowance should be made for other work pertinent to the plan of the book and of the series. Their purpose



might have been stated more clearly in the Preface. In like manner and for like reasons, School editions of Caesar, Cicero, and Vergil usually contain an amount of text greater than is actually read, in some instances by half or even more.

The grammatical nomenclature employed in the book is, with a few exceptions, that recommended by the Joint Committee on Grammatical Nomenclature in its report to The American Philological Association, The Modern Language Association of America, and the National Education Association. The purpose of the Committee was to establish so far as possible a uniform system of grammatical terminology, and, since recent books in English grammar and modern foreign languages are taking into account its recommendations, it appears desirable that they should be recognized in Latin also.

With regard to the material in the Lessons, Schools will reasonably expect the book or books employed in Junior work to prepare the pupils for the reading of Caesar or of Latin of similar difficulty. Opinions will always differ as to just what grammatical topics should be presented prior to the reading of Caesar. The authors believe it wiser to exhibit grammatical principles rather fully in the Lessons, leaving it to the teacher to use the material as he may see fit. It has been the practice of some teachers to use a simple Primer in the Seventh Grade, followed by a Beginners' Book of the conventional type in the Eighth Grade. The Lessons in the two books of this series, we believe, will serve the needs of such teachers in a manner more attractive to pupils. It is to be noted, however, that the first sixteen Lessons present all the subjunctive forms except those of *malo*. It is quite possible to use the remaining Lessons for reference in connection with the reading matter, a few sentences being chosen to illustrate the principle involved in each case. Similarly, the Review Lessons for the first year's work may be used in a limited way in connection with the first reading done, with a brief period each day devoted to drill on vocabulary and selected topics. They have been given their present form, however, to meet the needs of teachers who wish to devote considerable time to review at the beginning of the year.

In brief, it was the purpose of the authors to provide material of sufficiently varied and plastic type to meet the varying conditions of the present time.

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F. W. SANFORD.

Primus Annus: Vocabula Explicata. By Theodora Ethel Wye. New York: Oxford University Press (American Branch: 1918). Pp. 38. Tabulae XIII.

Miss Wye's book, in addition to the Preface, consists of thirty-two pages of definitions and descriptions in Latin of the words used in Primus Annus, and of thirteen Tabulae designed to provide explanations where a picture serves this end best. The plan is to take every

word of the text, including headings, and explain it at its first occurrence. Each Lectio in Primus Annus, therefore, together with its vocabulary in this little book, forms an entity in itself, Miss Wye's contribution being a sort of running commentary on the Lesson. Obviously, the words recurring in the later Lessons must be remembered from the place of first occurrence, as frequent search through the earlier vocabularies would be impracticable.

The method of handling the earlier Lessons may be illustrated by the following from Lesson VI, where adjectives are first introduced:

adiectivum . . . . *quadrata et rotunda* sunt adiectiva.  
qualis? . . . . qualis est tabula? *quadrata* est  
tabula; qualis? quale?  
angusta . . . . *ianua* est angusta; angustus, -a, -um.  
lata . . . . . contr. angusta; latus, -a, -um.

The following are typical of the suggestive vocabulary, in no wise intended to be actual definitions.

totus . . . . . totam paginam videre non possum;  
totus, -a, -um.  
cado . . . . . ex caelo aqua cadit; cado, 3, cecidi,  
casum.  
ferre . . . . . hic = dicere.  
custodire . . . . proverbium est: "Quis custodes  
custodiet?"  
numerare . . . . *innumerus* est adiectivum.

Examples of the various sorts of actual definition are:

forte . . . . . ut accidit. adv.  
utilis . . . . . quod usurpare potes, utile tibi est;  
utilis, utile.  
uxor . . . . . femina quae in matrimonium ducta  
est; uxor, uxoris.  
pluere . . . . . cum aqua ex caelo cadit, pluit; pluit,  
3, pluit, —.  
carere . . . . . contr. habere; carco, 2, carui, cari-  
tum. abl. reg.

The pictures represent groups of objects, or maps, or scenes, in which the various matters of interest are numbered; these numbers with their appropriate Latin words are printed on the back of the page. For example, Tabula VII, entitled *Ludus et Campus*, depicts a playground in a walled courtyard, with boys at play, a table in the foreground, with various writing implements and materials upon it, and a section of a blackboard, with other writing implements, at the side. On the next page, but of course invisible to the reader as he looks at the picture, are twelve Latin words, numbered: *campus, murus, discus, pila, ferula, tabella, stilus, calamus, tabula, liber, creta, pagina*.

The Preface of this book sets forth clearly its *raison d'être*. Used in association with Primus Annus, it is intended to save time which would be required to dictate vocabulary—time which American haste to begin reading an author can ill afford to spare—and to obviate the many inaccuracies which are bound to develop in that process. Furthermore, it aims to loosen the tongue of the tyro in Direct Method teaching, and to strengthen his confidence.

The making of such a vocabulary, especially for use in the very earliest stages of beginning Latin, is an



extremely difficult undertaking. Adverse criticism of the result is very easy to make until the critic has himself essayed the same task. Miss Wye disarms those who would say that some of her explanations do not explain by stating at the outset that the definitions are not intended to be definitive, but suggestive.

It may be distinctly open to question whether a special vocabulary, fitted to specific values of words in specific connections, is actually justified, even in the early stages where abundance of detail would be confusing. Certainly many vocabularies printed with School editions of Caesar, Cicero, and Vergil are little more than 'ponies' pure and simple. Moreover, rapid reading in a Beginners' book, with the text in one hand and the vocabulary in the other, is hardly to be expected: but this vocabulary is intended to bring the pupil back to the state of mind he was in when the lessons were being set forth in class.

For example, *scribe in tabula* does not explain the meaning of *scribere*; but that particular form of expression will probably recall the circumstance of the teacher's giving that particular direction to a pupil, and the pupil's acting in response to it. In like manner *discipulus ianuam aperit* recalls a circumstance which gives meaning to *aperire*.

As soon as reference can be made to the pictures reproduced in the latter part of the book, or new words can be explained as *contraria* or synonyms of those already familiar, the author's task becomes much simpler. Suggestion to the pupil then gives place to suggestion to the teacher, who can use the explanations in the book, necessarily brief, to build as extensive a structure of elucidating material as his knowledge and his ingenuity permit.

Unfavorable criticisms are few. A book for general use should perhaps use general terms, as *discipulus*, *magister*, rather than the exclusively feminine ones employed so commonly here. There are too many typographical errors, mainly misplaced or omitted macrons: the reviewer counted more than thirty in the last six pages alone, without including cases of disputed or hidden quantity. Some instances of doubtful Latinity may be noted: *igitur* is generally postpositive in the best usage; *planta* can hardly be used in the ordinary sense of 'plant'; prepositional phrases are used too often to limit nouns directly; *invenire* can hardly mean find by search. But a revision will of course rectify such matters as these. On the other hand, the use of proverbs in illustration is much to be commended; and many of the definitions are decidedly useful in teaching word-formation, even though the pupil may not realize what he must unconsciously absorb, as *spectator spectacula spectat*; *remex navem remis remigat*.

Nor must the pictures, which are so important a feature in all Direct Method teaching, be passed unnoticed. The reviewer is not an art critic, but these illustrations, by Miss Dorothy Carroll Birdseye, seem to him to serve their purpose clearly, and in many cases, by a certain indefinable individuality, to promise excep-

tional effectiveness in fixing themselves in the mind's eye of the learner. Especially ingenious, perhaps, are Tabula VII, illustrating *Ludus et Campus*, and Tabula XIII, showing by diagram the subdivisions and various activities of the twenty-four hours.

Altogether, the book must be a very valuable adjunct to *Primus Annus*, for both pupils and teacher, and such errors or infelicities as have been referred to are not sufficient to impair very seriously the usefulness of the many excellent definitions and suggestions which it contains. For one unhappy form of explanation there are twenty good ones, serving their purpose adequately and well.

HIGH SCHOOL,  
Jamaica, N. Y.

EDWARD C. CHICKERING.

*Secundus Annus*. By C. L. Mainwaring and W. L. Paine. New York: Oxford: at the University Press (1917). Pp. 101.

The purpose of this little book is declared to be the developing of a "grammatical conscience" on the part of the learner, who has already been supplied in *Primus Annus* with one way of saying almost anything he might like to say or be asked to say. Certain grammatical principles have therefore been selected, and twenty-four stories of the early history of Rome have been constructed to illustrate these principles. The topics most dwelt upon are Participles, Indirect Statement, Indirect Command, Indirect Question, Final, Consecutive, Conditional, and Cum-clauses.

In addition to the stories illustrating these matters there are *Pensa* following each lesson, which require the retelling of the story and which test the boy's understanding of its subject-matter. There follow extensive *Exercitationes Grammaticae*, which give abundant practice in the application of the various constructions which it is the purpose of the book to emphasize. There is a Grammar giving subjunctive paradigms, principal parts, and rules (of course all in Latin, as is the entire book except the Preface) stating succinctly the principle already enunciated. Finally, there is a Latin-Latin vocabulary, giving brief definitions of the words used in the stories.

The book naturally suggests comparison with *Puer Romanus*, published in the same series but by different authors four years earlier, as both are intended to follow *Primus Annus*, and both prepare for the reading of the first Latin author. The earlier book lacks the definite grammatical plan of *Secundus Annus*, as well as the grammar rules, paradigms, and vocabulary. These points of difference mark a distinct advance in the technique of Direct Method book-making, and give the learner something besides his unaided memory of the class-room to work with when he studies his lessons by himself. On the other hand, a boy whose Latin training ceased after a thorough course in *Primus Annus* and one of these volumes would have absorbed more of the spirit of Roman literature if he had used *Puer Romanus*. That text contains extracts from many Roman authors,

and bits of poetry and prose which can be memorized and provide a real possession of many of the things most worth while which the Roman writers have left us.

The several elements which make up *Secundus Annus* are well done. The text is smooth and of no greater difficulty than should be expected by pupils in the second year or the first part of the third year. The points of grammar on which each story is based are illustrated often enough to give the necessary practice, certainly when they are combined with the general exercises provided later on. At least two *Lectiones* repeat in different form the substance of others previously given, a usage of very great value. The Grammar is sufficient for its purpose, when combined with that printed in *Primus Annus*. The Vocabulary explains clearly and succinctly to the mature reader; there may be a question whether it is equally illuminating in all cases to the pupil of somewhat limited attainments. Certainly some *incognita* appear to be explained by others *magis incognita*.

Comparing the book with the various texts most recently published in America, whether on the Direct Method or the conventional, the reader misses the fixed limitations of vocabulary and of syntax, which are of course necessary with us to meet the requirements of word-lists and syllabi. The matter of word-derivation is hardly touched, except perhaps by inference, and of course the material on the word-debt of English to Latin, just now so very much emphasized in our Secondary School teaching, is wanting altogether. But as a text for second year Direct Method teaching, the book appears to be admirably fitted to its task.

HIGH SCHOOL,  
Jamaica, N. Y.

EDWARD C. CHICKERING.

The History of the Province of Sicily. By Elsie Safford Jenison. Boston: The Colonial Press: C. H. Simonds Company (1919). Pp. 125.

This is a Columbia University dissertation, begun under Professor Botsford, whose untimely death brought consternation to his students in no less degree than it caused the most poignant regret to his admirers in the historical and the classical world.

Outside of the strictly archaeological field, to find much to say that is new about Sicily in Roman times is no easy matter. Freeman and Holm have sucked the ancient authors nearly dry. But there was considerable to do in the coordination of material, there were new inscriptions to be examined, and there was a first rate place for some specific work on Sicily, the Roman province, from an economic and cultural point of view. Professor Botsford put Miss Jenison on the right track for her material, and she has collected it very well and set it down in an orderly fashion. Perhaps had Professor Botsford had the final revision under his eye, there might have been less space given to the historical

and more to the economic and the cultural part of the book.

A short first chapter (13-26) is given to The Political and Economical Background, of the Greek period and the period of conquest in Sicily. Chapter II, Roman Conquest and Organization of the Province (27-50), and Chapter III, Sicily under the Republic (51-72), are a mixture of historical and economic observations based in the main on Cicero's second oration against Verres, and Livy. Chapter IV, Economic Conditions in Sicily under the Republic (73-89), is the heart of the book. It gives a succinct and clear view of the agricultural problems, in connection with free and slave labor, of the tax arrangements, of changing population, and of the other reasons given for the deterioration of Sicily as a Roman asset.

Chapter V, Religion and Magic (90-100), is meant to furnish a side light on the cultural status of an agricultural people with a very religious nature. The chapter seems too short to develop the idea quite satisfactorily. The last chapter, Sicily under the Empire (101-120), is political and economic in nature, and its statements are based for the most part on the C. I. L. It is good but very brief. At the end of the book are four pages of bibliography. A number of the books listed are not cited, and two or three cited in footnotes are not listed. Nor is Baedeker a very good source to give as footnote authority.

The criticisms offered are of minor importance. The dissertation is well worth while, and, although it lacks a bit in finish, it has a mass of widespread material collected in a valuable way.

THE JOHNS HOPKINS UNIVERSITY. R. V. D. MAGOFFIN.

#### HARVARD STUDIES IN CLASSICAL PHILOLOGY XXX

Harvard Studies in Classical Philology, Volume XXX (Harvard University Press, 1919: published, however, in fact in 1920) will prove exceptionally interesting to students of the Classics. Its contents are Collations of the Manuscripts of Aristophanes' *Vespae*, by John Williams White and Earnest Cary (1-35); Imperial Coronation Ceremonies of the Fifth and Sixth Centuries, by A. E. R. Boak (37-47); The Rhetorical Structure of the *Encomia* of Claudius Claudian, by Lester B. Struthers (49-87); The Decree-Seller in the *Birds*, and the Professional Politicians at Athens, by Carl Newell Jackson (89-102); Young Virgil's Poetry, by E. K. Rand (103-185); Indexes (187-189).

Of Professor Rand's paper I may write at length later. He joins himself to the lengthening array of those who believe that most, if not all, of the pieces in the Appendix Vergiliana were in fact written by Vergil (see THE CLASSICAL WEEKLY 13.145).

C. K.

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Printed by W. F. Humphrey, 300 Pulteney St., Geneva, N. Y.

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Membership April 22, 1920, 638

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